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ABSTRACT

The primary aim of this book is to integrate reading into school mathematics. A secondary aim is to reintegrate mathematics into society and humanity. This book goes beyond the traditional concern for reading word problems and math textbooks to consider how reading can support inquiry-oriented mathematics instruction. Drawing on findings from a collaborative action research project, three perspectives on reading are presented, each of which highlights a different way that reading can enhance mathematics learning. Detailed narratives of classroom experiences illustrate these perspectives and show the range of texts, strategies, and reading practices teachers used to enrich students' understanding of mathematical concepts and processes, to broaden students' images of mathematics, and to negotiate classroom communities with students. Chapters include: (1) "Frameworks for Rethinking Reading in Mathematics Instruction"; (2) "Research and Instructional Settings"; (3) "The Potential of Reading Rich Mathematical Texts Generatively: A Transactional Perspective"; (4) "Reading Practices in an Inquiry-Oriented Mathematics Classroom: A Social Practice Perspective"; and (5) "The Role of Reading in Mathematics Inquiry Cycles: A Functional Perspective." (Contains 171 references.) (ASK)

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